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ABSTRACT

The Brigham Young University-Public School Partnership is cited as a good example of collaborative efforts in the National Network for Educational Renewal because of the length and nature of its history, which encompasses partnerships with five school districts. During the Partnership's 13-year history, informal evaluations had been conducted but no in-depth evaluation of the whole project had been reported. This project attempted to discover what had been done in program assessment and to bring existing evaluations together to form an evaluative picture of the Partnership as a whole. All documentation concerning the Partnership was reviewed, and a summary report form was completed for each evaluative effort. The search located 113 documents partly or wholly dedicated to the evaluation of various aspects of the Partnership. Forty-seven were by university faculty, 35 by graduate students, and 21 were by teachers and administrators in the public schools. From 1992 there has been a trend toward increasing collaborative research between school and university personnel. A number of graduate students and their professors have indicated that they see the Partnership as an important educational development. Areas that require further study to derive a complete picture of the Partnership are outlined. Feedback is the element that has been most often missing from the evaluations completed so far. An appendix gives the template of the document review and an example of its use. (Contains six tables and five references.) (SLD)

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Of What Value is the Brigham Young University Public Schools Partnership?
A Review of Evaluative Materials

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INTRODUCTION

There are over 250 partner schools in the National Network for Educational Renewal (NNER) in sixteen different school-university partnership sites (Goodlad, 1994). Although the number of partner and professional development schools is continually increasing, data regarding their effectiveness are still perceived to be scarce. The Brigham Young University (BYU)-Public School Partnership is a good exemplar of other collaboratives because of the length and nature of its history as a collaborative. John Goodlad played a significant role in the formation of the Partnership in 1984 (Goodlad, 1994). Subsequently, the Brigham Young University-Public School Partnership was one of the original sites to join the NNER.

Since the initiation of the partnership between Brigham Young University and the five collaborating school districts thirteen years ago, there have been sporadic calls for formal evaluation. In February, 1986 the Partnership Research and Evaluation Task Force was formally organized. Among their charges was the direction to evaluate both new and ongoing programs pertaining to the partnership. Evaluative studies were begun at that time (Williams, 1988). And, yet, the report of the first meeting of the Study Team on Research and Evaluation for the Center for Educational Renewal (1995) asked, "What kinds of changes have occurred (if any) since the affiliation of this setting with the NNER?"

Purpose of the Study

Over time, a comprehensive assessment became increasingly necessary and yet increasingly overwhelming as the partnership grew both in size and length of history. Not only had no assessment been published or submitted to the Partnership administrators, but there was a long-standing, common assumption made by BYU faculty and public school personnel that no evaluation of the Partnership had ever been conducted.

The purpose of this project was to discover what assessments had been accomplished and to bring together those assessments to form an evaluative picture, as complete as possible, of the Partnership as a whole. This was accomplished by gathering all documentation containing evaluation of the BYU Partnership, summarizing the evaluative portions, and organizing the records according to contextual and content categories. The resulting report fills three functions:

1. Bibliographic references for documents containing evaluations of specific time periods, programs and functions of the Partnership are gathered together into one convenient whole, along with a summary of each record's assessment results.

2. Areas, either historical or programmatic, which have not been evaluated are readily apparent.

3. Finally, the study provides a clear, organized foundation from which to base further evaluation of the BYU Partnership.

This project is summative in nature but may also serve a formative function in assisting decision making concerning further evaluation of the Partnership.

METHODS

Early in the collection phase it became clear that few of the available materials were strictly designed as evaluations. Consequently, the objective became to produce a review of evaluative materials. Collection of evaluation materials was accomplished through university library and BYU Partnership archive searches. Additionally, we contacted district Research Directors, Assistant Superintendents, and partner school facilitators, as well as College of Education Associate Deans, Department Chairs, and faculty who had participated in partnership efforts. Retired Deans and faculty were also interviewed. Documents and referrals were likewise requested from the Partnership Directors and all members of the Coordinating Council.

Dissertations, theses, journal articles, published books, evaluation reports, research papers, conference proceedings, videotapes, and audiotapes were reviewed. Of these, 113 were accepted as evaluative documents relating to the BYU Partnership. There were two basic criteria for inclusion of materials: (1) the assessment must relate to the Partnership, and (2) at least a portion of the study must be evaluative.

Summaries were written for the evaluative content of each document. Furthermore, each evaluative report was identified by the following nine categories: (1) Author (2) Author affiliation, university, schools, or both; (3) Department of author if university affiliated; (4) Educational level of evaluand - what was the educational level of the focus of the study; (5) Year of the study; (6) Type of material: dissertation, thesis, journal article, evaluation report, etc.; (7) Whether the document was published; (8)Which of the four partnership goals (*Educator preparation*, *Professional development*, *Curriculum development*, and *Research and Inquiry*) were addressed in the assessment; and (9) Which of Goodlad's (1990, 1994) nineteen postulates were addressed. Each document was also identified according to the following areas: title, context (setting in which the study was conducted), purpose of the study, and relationship of the study to the BYU/Public School Partnership. See Table 1 for an example of these result groupings.

A one page organizational format was created and the pertinent data from each document

was recorded on individual forms (Appendix A). Following review of all materials, the identifying characteristics for each document were entered in a database for ease of sorting and organization. Data analysis consisted of comparing averaged categories and looking for trends.

Table 1

Numbers and Percentages of Documents Categorized by Year, Published, Author Affiliation, and Educational Level Evaluated

Year	Number Published	Number Collected	Author Affiliation: University	Author Affiliation: School	Author Affiliation: Sch.-Univ.	Ed. Level Studied: University	Ed. Level Studied: School	Ed. Level Studied: Sch.-Univ.
None given	0	3	2	1	0	0	2	1
1986	0	6	6	0	0	1	3	2
1987	2	11	10	1	0	1	6	4
1988	1	12	10	2	0	0	10	2
1989	2	12	10	1	1	0	12	0
1990	0	7	5	2	0	0	7	0
1991	2	7	5	1	1	2	4	1
1992	4	15	11	1	3	2	12	1
1993	1	9	5	2	2	0	9	0
1994	3	9	7	0	2	3	6	0
1995	2	15	9	1	5	3	12	0
1996	4 submitted	7	6	0	1	2	4	1
TOTAL	21	113	86	12	15	14	87	12
% of Total (113)	19%	100%	76%	11%	13%	12%	77%	11%

RESULTS

There were two basic categories of findings. First, we learned the status of evaluation or assessment, historically and currently, concerning the BYU-Public School Partnership. Second, we collected, summarized, and made available assessment results regarding numerous partnership programs, activities, functions, and assumptions.

Contrary to the general belief that little or no evaluation had been accomplished regarding the Partnership, we found 113 documents either partly or wholly dedicated to critique and assessment of various Partnership aspects. Prior to the data collection phase of the study our expectations were not high regarding the quantity or quality of evaluative records in existence. It is significant that over one hundred documents of an evaluative nature were discovered.

Some of the included materials looked at only one Partnership Goal, while others addressed a combination of two or three, and 12% included assessment of all four objectives (see Table 2). The four Partnership Goals (Osguthorpe, Harris, Black, Cutler, & Harris, 1995, p. 5) are listed in descending order of the frequency with which they were treated, singly or in combination with other Partnership Goals, in the evaluations: (1) Educator preparation, 66%, (2) Professional development, 47%, (3) Curriculum development, 47%, and (4) Research and Inquiry, 29%.

Table 2

Percentages of Documents Addressing each Partnership Goal Singly, and in Combination with 1, 2, or All 3 Other Partnership Goals.

Partnership Goal	1 Partnership Goal	2 Partnership Goals	3 Partnership Goals	All Goals
Educator Preparation	24%	46%	55%	66%
Professional Development	8%	25%	35%	47%
Curriculum Development	11%	26%	35%	47%
Research & Inquiry	5%	12%	18%	29%
All 4 Partnership Goals	—	—	—	12%

As can be seen in Table 3, only 22% of the materials comprising this review are classified

as evaluations. The major category represented was research studies. Both graduate degree writings and research reports contain Results and Conclusions sections which present evaluative comparisons of findings, such as pre and post treatment, partner and nonpartner schools, and year round versus traditional schedule schools. These two groupings combined account for over 50% of the included evaluative materials. Only a minor portion of the documents, 18.5%, was published and therefore available to the public.

Table 3

Types of Materials Included in this Review and their Percentages.

Type of Material	Percent Included in this Review
Book chapters, published	3.5%
Journal articles, published	15%
Graduate dissertations, theses, & projects	20%
Evaluations	22%
Research Studies	37%
Computer program	0.9%
Conference proceedings	0.9%
Speech	0.9%

Inasmuch as BYU is a strong member of NNER, and the NNER has adopted the Nineteen Postulates, it is important to know to what extent they are being implemented. Although all postulates were addressed at least once in the documents included in this review, Postulates 4, 8, 9, 15, and 16 received the most coverage, while Postulates 1, 2, 3, 7, 12, 13, and 17 were especially underrepresented.

Table 4

John Goodlad's 19 Postulates and the Percentage of Documents Addressing Them.

Postulate	Percent of documents in which addressed
1 Teacher education programs supported by institution's leaders.	1.8%
2 Teacher education programs on par with other professional education programs, faculty appropriately rewarded.	0.9%
3 Teacher education programs' autonomy on par with other professional education programs.	2.7%
4 Faculty for teacher education programs select students, curriculum, and assist graduates' employment.	50.0%
5 Faculty understand role of education in society.	6.2%
6 Faculty select students committed to ethical and enculturating responsibilities of teachers.	5.3%
7 Teacher education students must be literate and critical thinkers.	0.9%
8 Teacher education programs teach acquisition of knowledge and how to teach.	38.0%
9 Teacher education programs socialize students to become other-oriented as teachers.	27.0%
10 Teacher education programs characterized by learning conditions they are being taught.	8.8%
11 Teacher education programs teach inquiry into the nature of teaching and schooling.	9.7%
12 Teacher education programs involve students in tensions between rights of individuals and a democratic society.	1.8%
13 Teacher education programs teach equitable access and best education for all.	1.8%
14 Teacher education programs teach traditional and alternative schooling and change.	4.4%
15 Teacher education programs provide excellent laboratory settings for all students.	50.0%
16 Teacher education programs engage students in the tension between theory and practice.	37.0%
17 Teacher education programs follow their graduates for evaluation and mentoring.	3.5%
18 Teacher education programs require regulation ensuring the other postulates are met.	7.1%
19 Teacher education programs are rewarded for improvements and take no shortcuts to ensure a supply of teachers.	6.2%

DISCUSSION

This review encompasses a wide range of written formats, authors, and subject matter. There were 103 different authors who participated in producing the 113 evaluative reports. Forty-seven of these were university faculty, thirty-five were graduate students, and twenty-one were teachers or administrators in the public schools. According to the studies reviewed in this project, the two major emphases in partnership work are: (1)teacher preparation, and (2) public school student productivity.

Positive trends have developed, from 1991 until the present, toward increased publication as well as toward increasing collaborative research between school and university personnel. From 1992 onward there has been a trend toward increased production of evaluative materials. In accord with the current trend for school-university collaborative writing, there has been a decreasing trend, beginning in 1993, for all authors of documents represented in this study to be solely affiliated with the university. As expected, the Elementary Education faculty produced the majority of accepted studies which were conducted solely by university faculty.

The partnership has changed in many ways since its inception. Partner schools were introduced. They have increased over the years until today there are 43 partner schools. The Gifted and Talented Task Force saw a need and an opportunity to prepare school children for visiting the Ramses II exhibit at BYU. They responded to that need quickly and organized several university and school resources for the enrichment of thousands of children. Faculty and administration of the member institutions have changed assignments, retired, and admitted new colleagues. Collaboration between the university and school faculties continues to increase, one aspect of which appears as collaborative inquiry and writing.

Studies have been carried out regarding all four Partnership Goals. One valuation of a program is to compare the reality with the stated goals or objectives.

Opportunities for *Professional Development* increased for teachers at partner schools due to the ability of student teachers to take over the classrooms while the teachers participated in training or planning sessions. BYU faculty were assigned to schools in order to effectively and efficiently supervise preservice teachers' field work. This also meant that inservice sessions could conveniently be held on-site, during school hours.

As the Partnership developed, teacher preparation changed and improved. Cooperating teachers participated more fully in a variety of capacities, such as teaching methods courses and collaborating in the student teachers' supervision and assessment. The cohort program for student teachers has added a number of benefits for the education students. The intern program has

produced teachers with superior preparation and added flexibility to schools' hiring practices.

Although curriculum development encompasses a broad field. the studies included in this review which assessed curriculum focused primarily on the work of two of the partnership task forces: the Gifted and Talented Task Force, and the Special Education Task Force. Other curriculum evaluations reported on spelling accuracy, developing capable students, and the influence of drama and drawing sessions prior to narrative writing. Throughout the school day children are immersed in the several facets of curriculum. Each school, each teacher, and each child has an impact on the curricula, whether standard or innovative.

Two-thirds of the studies categorized as strictly research and inquiry looked at the creation and development of the BYU Partnership. Additional research explored the partner school effect, alternative school calendaring and scheduling, teacher efficacy, expanding partner schools, mentoring practices in elementary schools, and change in teacher education.

In reviewing Goodlad's Nineteen Postulates it appears that they can be grouped according to expected frequencies of repeated evaluation as required for a quality teacher education program. Tables 5 and 6 compare the expected frequencies of analysis with the frequencies found in this study.

Table 5

Expected and Real Frequencies of Analysis of the Nineteen Postulates.

Expected Frequency		Real Frequency	
High	Low	High	Low
4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	1, 2, 3, 5, 17, 18, 19	4, 8, 9, 15, 16	1, 2, 3, 5, 6, 7, 10, 11, 12, 13, 14, 17, 18, 19

Table 6

Realized and Unrealized Frequency Expectations

Expected=Reality		Expected≠Reality	
High	Low	High	Low
4, 8, 9, 15, 16	1, 2, 3, 5, 17, 18, 19	6, 7, 10, 11, 12, 13, 14	None

Are the findings from the original evaluation/research studies being used? Who are they

benefitting? Since the existence of these evaluative materials was a well kept secret, their benefit has been, at best, short term. A small proportion of the studies were published and the remainder were not properly catalogued and disseminated. How can these collected studies and current projects be more effectively publicized and disseminated?

We suggest a large increase in publication of inquiry results in journals and books. The Partnership or university could institute an in-house publication for sharing recent partnership research and evaluation results. School district administrative personnel can increase their efforts to maintain files on the research and evaluation which takes place in their schools. These files can provide a basis for well reasoned and orderly decision making regarding change and innovation. A symposium or conference can be held for presentation of partnership members' educational research and evaluation. BYU held its first BYU/Public School Partnership Research Symposium in March, 1996. A second Partnership Research Symposium is planned for February, 1997.

CONCLUSIONS

A number of BYU graduate students and their professors have manifested that they view the BYU Partnership as an important educational development through investing the time and labor necessary to research and write dissertations, theses, and graduate projects. Public school teachers and administrators have likewise invested considerable time and effort supporting and promoting the Partnership through inquiry and documentation of the partnership process and experience. The BYU Partnership is valuable to both the university and the schools as evidenced by the studies produced by members of both types of institutions.

Growth and development of the Partnership has created frequent changes. In spite of these changes the Partnership has maintained and strengthened the relationships among BYU and the five school districts as well as expanded their efforts and effectiveness. We can say that the Partnership has not only survived the changes, but it has seemed to thrive on them.

Although studies were included that addressed each of the four Partnership Goals, *Research and Inquiry* clearly has been undervalued. When looking at the documents that focused on only one Partnership Goal, just 5% were judged as *Research and Inquiry* based. Without inquiry, research, assessment, evaluation, and critique, how is it possible to determine the effectiveness of efforts that are made on behalf of the other three Partnership Goals?

All Postulates that were expected to receive infrequent analysis were, indeed, the foci of

few studies. However, several that were expected to receive frequently repeated evaluation were seldom studied. It is recommended that the subjects of Postulates 6, 7, 10, 11, 12, 13, and 14 receive more critical attention.

The feedback loop that was missing for most of these studies needs to be attended to. The BYU Partnership has had many valuable accomplishments that were mostly unknown. It is not enough to conduct an evaluation. It must be written up and disseminated to all who can use it.

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For a Reference List of all materials included in this review please contact the author, Sydney B. Parent at 801-224-2535 or Sydney_Parent@byu.edu

APPENDIX A

TEMPLATE

Authors: **Title:**
Author affiliation:
Educational level of evaluand:
Department of author:
Year of study:
Type of material: **Published:**
Partnership goals addressed:
NNER Postulates addressed:
Context:
Purpose of the study:
Relationship of the study to the Partnership:

Summary of evaluation:

COMPLETED SUMMARY FORM

Author: Paul DeWitt.
Author affiliation: Brigham Young University.
Educational level: University.
Department of author: Elementary Education.
Year of study: 1996.
Type of material: Thesis.
Title: The Effects of an Experimental Field-Based Teacher Education Program on the Beliefs, Planning, and Teaching of University Teacher Educators.
Published: No.

Partnership goals addressed: Educator preparation, Professional development, Curriculum development.

NNER Postulates addressed: 4, 5, 8, 9, 10, 11, 14, 15, 16.

Context: Two elementary schools were chosen as sites for the Experimental Cohort Program, implemented in two consecutive semesters. University methods courses were taught at these schools rather than on the BYU campus. The university students were also assigned to individual classrooms at the schools for beginning teaching experience.

Purpose of the study: To determine the role that beliefs play in (university) teacher behavior and in professional development schools as a vehicle to improve teacher education.

Relationship of the study to the Partnership:
Five university professors experiences, feelings, and beliefs are tracked and critiqued during the first year implementation of the BYU Partnership's school-based exploratory cohort program enacted as part of the redesign of preservice education.

Summary of evaluation:

Previous studies of teacher beliefs have concentrated on classroom teachers. Furthermore, prior studies of field-based preservice education have focused on the influence on preservice teachers and classroom teachers, not teacher educators. With the increase in field-based preservice programs, it is important to understand their effect on those persons held most responsible for their development and success, the university teacher educators.

The identified research questions are:

1. How does a field-based teacher education program influence teacher educators' beliefs about teacher education, preservice teachers, classroom teachers, their colleagues and themselves?

The experiences, problems and successes, motivated professors to reflect on their roles as teacher educators. Previously resilient teacher beliefs were challenged by pedagogical life experiences which proved very different from those encountered on campus.

Teachers believed that "integrated, experiential performance units should replace courses as the fundamental unit of program description." However, implementation proved problematic. The envisioned weekly faculty meetings for curriculum integration became centered on management. Curriculum integration never became a high priority issue. The causes were believed to be lack of interest and lack of time. Originally, it was anticipated that teachers attending the methods courses would be the vehicle for renewal in the school. However, few teachers attended and those that did were not benefitted from the classes which were geared to student teachers.

2. How does shifting from a university-based to field-based teacher education program influence the participants' planning and pedagogy?

Professors reported their preparation and teaching were greatly influenced by the school setting and the needs of the cohort students. Professors committed their "heart and soul" to the success of the experiment, including increased time, workload and emotional commitment. In trying to balance the needs of the cohort and other university responsibilities, the cohort felt the coordinator was gone too much and the coordinator worried that campus-based administration and faculty would not perceive how much work he was really doing.